R E P O R T R E S U M E S

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MODERN FOREIGN LANGUAGES, A SIX-YEAR PROGRAM (GRADES 7-12)--FRENCH, GERMAN, SPANISH.

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NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

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THIS BRIEF BULLETIN, OUTLINING A 6-YEAR FOREIGN LANGUAGE PROGRAM IN FRENCH, GERMAN, AND SPANISH, COMPLEMENTS A 1962 CURRICULUM GUIDE OF A 4-YEAR SEQUENCE OF LANGUAGE STUDY ISSUED BY THE NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION. OF SPECIAL SIGNIFICANCE IN THE DOCUMENT IS A CHART OF A 6-YEAR PROGRAM HIGHLIGHTING, AT EVERY LEVEL, SPECIFIC AREAS AND ACTIVITIES TO BE EMPHASIZED IN EACH OF THE LANGUAGE SKILLS AND IN THE USE OF SUPPLEMENTARY MATERIALS AND EQUIPMENT. A SUPPLEMENTARY BIBLIOGRAPHY OF RECENTLY PUBLISHED READERS, TEACHER BULLETINS, INSTRUCTIONAL FILMS AND TAPES, AND PERIODICALS FOR LEVEL FIVE IS INCLUDED. OTHER TOPICS TREATED BRIEFLY IN GENERAL TERMS ARE (1) THE PLACES OF THE ADMINISTRATOR, TEACHER, AND COUNSELOR IN THE NEW LANGUAGE PROGRAM, (2) STUDENT SELECTION CRITERIA, (3) PROVISION FOR THE ACADEMICALLY TALENTED, (4) LEARNING LEVELS, (5) DISTRIBUTION OF LEARNING TIME AMONG THE FOUR SKILLS, AND (6) LANGUAGE LABORATORY USE. SEE FL 000 439 FOR THE 1962 GUIDE. (AB)

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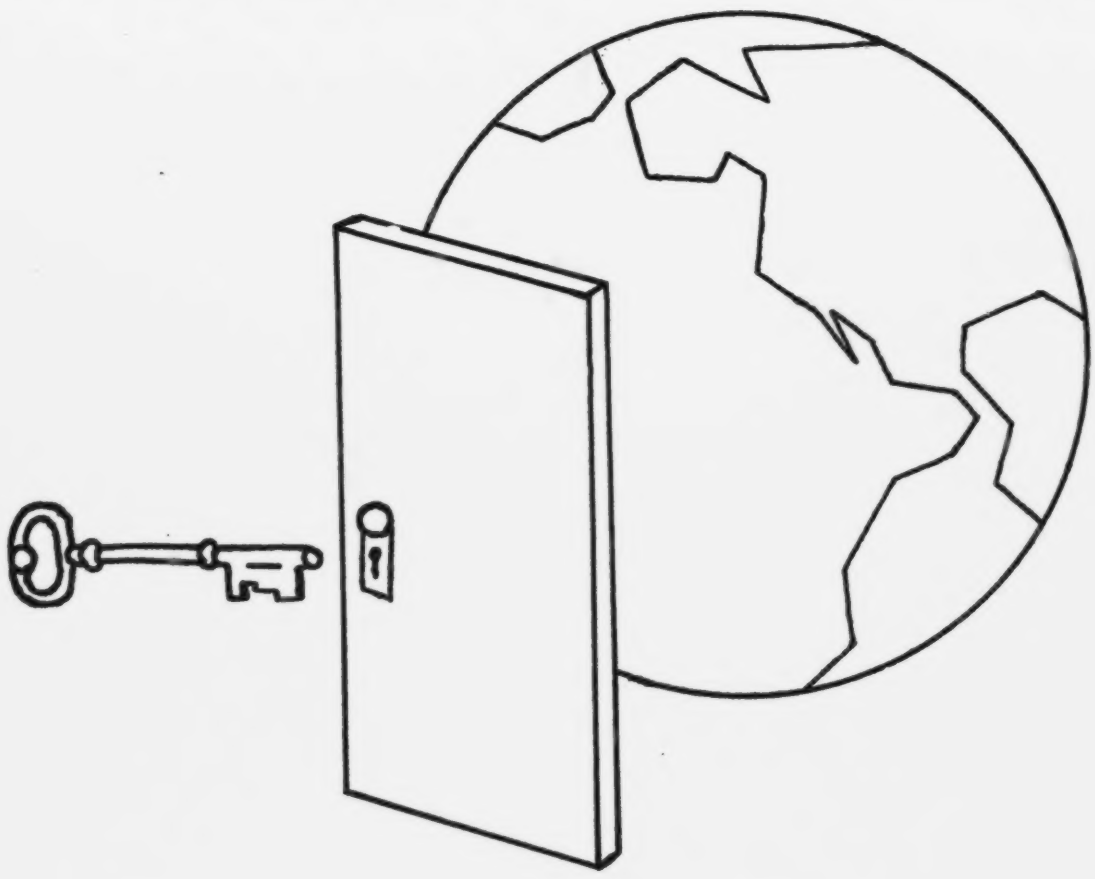
Modern Foreign Languages

A SIX-YEAR PROGRAM



FL 000 440

NORTH CAROLINA PUBLIC SCHOOLS

Modern Foreign Languages

A SIX-YEAR PROGRAM

(Grades 7-12)

FRENCH
GERMAN
SPANISH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF INSTRUCTIONAL SERVICES
RALEIGH, NORTH CAROLINA
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FOREWORD

As never before in the history of mankind, the increased complexities and problems of our space-age world underline the critical need for greater understanding and cooperation among peoples and among nations. Fundamentally, such understanding and cooperation must depend upon language, spoken language. The students of today will be the international citizens of tomorrow. They must be able to communicate effectively and directly with other peoples of the world.

Mere exposure of more students to language instruction is not enough. A simple reading knowledge and superficial skills in a foreign language are no longer sufficient. The needs of government, business, and international studies demand a proficiency acquired only by a long sequence of study and revised methods of instruction.

For a number of years several schools in North Carolina have been providing for the longer sequence of study by offering a foreign language in grades below the high school. This publication is designed to provide teachers and administrators guidance in the selection of content, methods, and materials to be used in the sequential program beginning in the seventh grade.

July 1963

Charles F. Carroll

State Superintendent Public Instruction

PREFACE

This publication is complementary to the curriculum guide, Modern Foreign Languages, A Four-Year Program, issued by the State Department of Public Instruction in 1962. The purpose of this publication is to provide added direction in content, methods, and materials for schools and school administrative units that introduce foreign languages in grades 7 and 8. It is to be used only in conjunction with the above-named guide in providing a complete outline for the six-year program.

In any foreign language program *continuity* should be given primary consideration. Without a *continuous integrated sequence* in each foreign language offered, there is really no "program." There must be carefully planned progression in gradual, well-defined steps from one level to another, regardless of where the beginning is made. This planned progression should be based on the most recent research findings on content, methodology, and audio-visual aids.

The planning and writing of this publication have been under the direction of Mrs. Tora Tuve Ladu, State Supervisor of Modern Foreign Languages, and Miss Evelyn Vandiver, Consultant in Modern Foreign Languages.

Sincere appreciation is expressed to the following people for their counsel and invaluable assistance as an advisory committee: Dr. Sterling A. Stoudemire, Chairman, Department of Romance Languages, University of North Carolina; Dr. George B. Daniel, Jr., Professor of French, University of North Carolina; Dr. John G. Kunstmann, Chairman, Department of Germanic Languages, University of North Carolina; Dr. Neal Dow, Professor of French, Duke University; Miss Lucy Ann Neblett, Professor of Spanish, Meredith College; James Fleming, Chairman, Department of Modern Foreign Languages, East Carolina College; Miss Maxalyn Mouranne, Teacher of French and Spanish, High Point High School; Mrs. Nell Kahdy, Head of Department of Foreign Languages, Needham Broughton High School, Raleigh; Miss Estelle Mitchell, Head of Department of Foreign Languages,

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THE PLACE OF THE ADMINISTRATOR IN THE NEW LANGUAGE PROGRAM[1]

The superintendent and principal have the overall responsibility for the total language program. The principal in the school, in particular, should, with the cooperation of other personnel in any way responsible for foreign language instruction, appraise the language program and decide ways and means of bringing about an educationally sound transition from the traditional two-year sequence to that of a four- or six-year sequence.

The ideal foreign language program in grades 7 and 8 would provide for 25 minute classes five days a week. Since this often presents administrative problems in scheduling, an alternate plan, though not nearly so effective, is the full class period on alternating days. In this plan somewhat less material will be covered in Level I, grades 7-8, than in Level I, grade 9, because of the lapse of time in the practice of language skills. It is essential, therefore, that students who have had Level I in grades 7-8 not be scheduled in the same classes as the students who have had Level I in grade 9. The two streams of students, those beginning in grade 7 and those beginning in grade 9, may, however, be joined at Level III.

Language laboratories and/or electronic classrooms are a vital part of the foreign language program. Language classrooms and language laboratories should be in close proximity to one another. Adequate provision should be made for the use of visual as well as audio equipment.

The language sequence should be uninterrupted once it is begun. Levels of learning (see pp. 4-6) provide the basis for articulation, rather than grade-to-grade promotion.

Good rapport with the community can be maintained through the school board, the parent-teacher association, and other school-community organizations by direct mailing of explanatory letters to parents or by teacher-conducted forums to explain and demonstrate audiolingual methodology.

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[1]Some of the material in these introductory sections has been adapted by permission from *French: Listening, Speaking, Reading, Writing.* Bulletin of the California State Department of Education. Vol. XXI, No. 4, October, 1962.

THE PLACE OF THE TEACHER IN THE NEW LANGUAGE PROGRAM

The teacher should have fluency in the language and a thorough knowledge of audiolingual techniques; surface knowledge of the techniques is not sufficient. Thorough understanding of the philosophy that is basic to the method is also essential. Sequences of learning, in-class grouping, course content, and evaluation are as important in foreign language instruction as in the teaching of other subjects. Inasmuch as new programs at various levels differ in methods, materials, and content, it is essential that the teacher be well-acquainted with the total language program and adjust her teaching to the achievement levels of her students rather than attempt to offer a course on traditional ideas of "years" of the language. Mastery of a foreign tongue is comparable to mastery of English: the student must be wholly involved in all aspects of it simultaneously, free to progress at his own pace, neither hampered by nor pushed to comply with pre-set levels.

The language teacher's responsibilities include knowledge of laboratory operation, correlation of classroom and laboratory learning, and selection and preparation of materials for use in the classroom and laboratory. Any foreign language teacher lacking the necessary fluency in the language and the knowledge of new methods and materials should fortify himself with attendance at in-service workshops and summer institutes, with reading of professional literature, and with the use of the tape recorder at home. The teacher must have, in addition to language facility and proficiency in methodology, imagination, ability to create a good language environment, and ability to establish rapport with students.

THE PLACE OF THE COUNSELOR IN THE NEW LANGUAGE PROGRAM

Counselors are urged to accept the philosophy that every student should be allowed to study a language for as long as there is evidence of motivation. Students with special language aptitude should be counseled to continue the study of a language until proficiency is acquired. They should be given opportunity to study a second foreign language when they have achieved a reasonable proficiency in the first. Information about out-of-school opportunities to study and use a language and vocational opportunities involving language is of great value to students.

The language teacher and the language supervisor can provide this information to the counselor. The bulletin *Modern Foreign Languages: A Counselor's Guide*[2] is a valuable reference.

Counselors should be aware of the fact that an increasing number of colleges and universities are requiring demonstrated proficiency in a foreign language rather than units of credit. In these institutions students who fall below accepted standards in the performance of the four language skills—understanding, speaking, reading, and writing—will be required to take beginning courses without credit.

WHO SHOULD STUDY MODERN FOREIGN LANGUAGES

Traditionally, pupils taking a foreign language have been from the college preparatory group. There has been a tendency to consider foreign language study too difficult for the average pupil. Objectives and methods, however, are not the same today. All pupils who are interested and desire to study a foreign language should be allowed to do so. At the beginning level the objectives for studying the language are primarily the acquisition of the listening and speaking skills as well as the stimulation of interest in further study and the correlation of the language with other subject areas. No interested pupil should be excluded from foreign language study before he has tried a modern foreign language taught with initial emphasis on hearing and speaking. Anyone able to use his native language to conduct the ordinary affairs of life can also acquire a reasonable competence in a second language if given sufficient time and opportunity to do so and if sufficiently motivated.

In *Modern Foreign Languages: A Counselor's Guide,* the following statement regarding learning a foreign language was made:

> . . . . Intelligence quotient has a general bearing on language learning but less directly than on some other types of school subjects. One reason is that a number of abilities measured in a typical intelligence test are not relevant to foreign language learning when skills are developed through abundant guided practice in the language itself. Knowing a language seems to be a matter of mastering basic habits of reacting to the sounds, structure, and vocabulary of a particular language. Pupils of limited academic ability sometimes display great facility in learning to understand and to speak a foreign language.[3]

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[2]Johnston, Marjorie, Ilo Remer, and Frank L. Sievers. *Modern Foreign Languages: A Counselor's Guide.* OE-27004, Bulletin No. 20, 1960. Washington D. C.: U. S. Department of Health, Education, and Welfare, Office of Education.

[3]Johnston, Remer, and Sievers, *op. cit.*, p. 11.

No single method is in itself the answer to good foreign language teaching. A balanced realistic pedagogy and the realization on the part of the teacher of what is necessary at any given level are important to any successful classroom. The good teacher must be a serious student of the professional research that is going on and should be neither a conservative traditionalist nor a fanatic for new ideas. The acquisition of skills should be the means but not the end. Language skills are important steps, but steps only, to a larger understanding of man and the universe.

PROVISION FOR THE ACADEMICALLY TALENTED

The academically talented student, whether part of a homogenous group or part of a normal class, should neither skip material nor be given more of the same material because he can work faster than the average student. The superior student should be given enriched material of different types to do outside of class so that his program exceeds the regular program in depth, and the quality of his performance in the various skill areas may be expected to be correspondingly higher. For instance, he may be asked to listen to records, tapes, or radio programs; he may see a film in the language; books and magazines that are not too difficult may be circulated in the class. At advanced levels a variety of reading material, especially from contemporary life and letters, should be available for home assignments. The laboratory may be used for listening to artistic recordings of drama, poetry, speeches of great men, and other selections. Newsreels from abroad and documentary or entertainment films in the language may be viewed. All homework or projects assigned to the academically talented student should be intellectually challenging and should be made with the purpose of advancing his progress in the use of the foreign language and in intercultural understanding. In the pre-reading phase of Level I reading about the country or countries whose language is being studied must be in English. Thereafter all work should be *in the foreign language.*

LEVELS OF LEARNING

The term "Levels of Learning" provides a better standard of reference than is provided by the term "semester" or "grades" or "years", both for definition and for sequence in foreign

language study. Such a standard can be used to indicate a student's level of achievement in a subject, regardless of his grade placement. A level of learning specifies an amount and range of language learning without consideration to the time spent doing the learning, the conditions of study, or the age of the learner. Syntax, morphology, and phonology are identical on a given level even though the vocabulary and subject matter will vary according to the maturity, ability, and interest of students. Also, the type of class activities will vary between the seventh grade and the freshman year in college.

In the curriculum guide, *Modern Foreign Languages, A Four-Year Program,* (grades 9-12), issued in 1962 by the North Carolina Department of Public Instruction, the minimum essentials for each level of instruction in a four-year sequence are outlined. This guide is based on the assumption that every high school in the State will move as rapidly as possible toward a four-year program in at least one language. Many schools today are introducing foreign language in the seventh and eighth grades. It is necessary, therefore, that the minimum essentials of a six-year program be stated.

The six-year program is considered in terms of five *levels* of language achievement. The seventh and eighth grades constitute Level I; the ninth grade, Level II, etc., in the six-year program. The above-named guide remains the outline of the essentials in content and methodology for the four-year program beginning in grade 9.

The Meaning of "Level"

To clarify references to grades and sequences in a curriculum guide designed to be uniform for both junior and senior high schools, the level-grade equivalencies are the following:

	For Students Beginning FL Study in Grade 7	For Students Beginning FL Study in Grade 9
Level I	Grades 7 and 8	Grade 9
Level II	Grade 9	Grade 10
Level III	Grade 10	Grade 11
Level IV	Grade 11	Grade 12
Level V	Grade 12	

In order to provide clarity and uniformity in the statement of foreign language programs in all the schools of North Carolina, it will be necessary to indicate the kind of program by an Arabic number following the Roman numeral indicating the course level.

Examples:

French II-4 = Second-year French in a four-year sequence.
Spanish I-6 = Spanish in grades 7 and 8 in a six-year sequence.

The language must have been studied in both grades 7 and 8.

In a few schools that have less than a four-year program, the courses should be indicated thus:

French I-3 = First-year French in a three-year sequence.
Spanish II-2 = Second-year Spanish in a two-year sequence.

Completion of Level I in grades 7-8 will not entitle the student credit toward high school graduation; it merely indicates the student is ready to enter Level II in the ninth grade, where the units of credit begin. In schools that offer a first introductory course in the eighth grade for a full year, students will need to begin Level I, not Level II, in the ninth grade. They should then be kept in classes separate from the absolute beginners, so that the content of the Level I course may be properly adjusted to those who enter the course with some understanding and speaking ability. There is a distinct advantage in beginning a modern language as early in the school years as possible. The earlier the start, the better the opportunity for the student to acquire the necessary language skills. Yet, it is discouraging to all those concerned to have beginners in the same classes as those who have already mastered some of the elementary class material.

Courses termed "Conversational" or "Exploratory" French, Spanish, or German, with indefinite goals, content, methods, or materials, should give way as soon as possible to the beginning of a carefully planned, well-defined sequential program.

DISTRIBUTION OF TIME

The suggested distribution of time for activities at the various levels indicates the sum of classwork, laboratory practice, and outside preparation. It is assumed that certain activities such as reading and writing will generally be carried on outside of

class, and that the major portion of the class and laboratory time will be reserved for listening and for speaking practice. Since all these activities are interrelated, the time spent in listening and speaking practice contributes directly to the development of reading and writing skills and is the base upon which these skills are built. Cultural material is considered an inseparable part of the four fundamental skills and should be woven in at the teacher's discretion.

The distribution of time for the various activities at each level should approximate the following plan:

	Level I	Level II	Level III	Levels IV & V
Listening	40-45%	30%	25%	20%
Speaking	35-40%	30%	25%	20%
Reading	10-15%	30%	35%	40%
Writing	5-10%	10%	15%	20%

The sequence of learning experiences is given in the chart on pages 8-10. The suggestions indicate *essential parts of the whole language-learning experience.* Content and structural items will vary with the instructional materials used. For suggestions on the content and suggested procedures for each level, see *Modern Foreign Languages, A Four-Year Program.* The longer sequence permits the development of the understanding and speaking skills to a greater degree. In schools where pupils enter the seventh grade with a year or more of foreign language taught in the elementary school, the teacher should adapt the instruction in Level I to take advantage of the skills already acquired by the pupils.

SIX-YEAR FOREIGN LANGUAGE PROGRAM[7]

LEVEL	GRADE	CLASS TIME	LISTENING	SPEAKING	READING	WRITING	SPECIAL MATERIALS, EQUIPMENT, AND CONSIDERATIONS
I	7-8	20 - 25 minutes daily or 50 minutes alternating days, 3 days a week	Basic sentences, dialogues, drills, stories, poems, and songs Listening to authentic models on tapes and records as well as to teacher presentation	Dialogues for imitation and memorization Question and answer drills adapting the dialogues to different persons and situations Listen-repeat exercises, simple pattern drills, games, and songs Choral speaking Correct pronunciation, intonation, and phrasing from authentic models Simple dramatizations involving recombinations of phrases and dialogues memorized	Reading, in second half of grade 7, of known material with approximately one semester of aural-oral practice preceding reading of same material Choral reading of dialogues, poems, and narrative selections Home assignments on materials already learned Introduction of simple reading material not practiced audio-lingually, for comprehension without translation, near the end of Level I. Use of a simplified all-foreign language dictionary as an aid in reading	Writing may be introduced at the same time as reading Copying, in second half of grade 7, of materials that have been heard, said, and read In grade 8, structural substitutions (changes in adjectives, person and number, substitution of pronouns for nouns, etc.) Dictation of materials that have been learned	Recorded basic sentences, dialogues, stories, poems, and songs Taped pattern drills Review of class material with home study discs Individual and class laboratory work Slides, filmstrips, sound films, flashcards (pictures only), large mounted pictures or posters, realia
II	9	5 full periods weekly	Dialogues, drills, stories, poems, and songs Listening to authentic models on tapes and records	Dialogues and pattern drills Narrative selections presented by teacher or tape and practiced orally Controlled conversational practice between students Short sentences about pictures Correct pronunciation, intonation, and phrasing from authentic models	Instruction in reading as a skill: phrasing, punctuation, speed, and comprehension Choral reading of dialogues, poems, and narrative selections Selected new material for comprehension without translation Foreign language magazines and newspapers Home assignments	Copying of known materials at home as preparation for dictation Dictated materials that have been studied Adaptation of dialogues and other known materials	Taped pattern drills Review of class materials with home study discs Recorded stories, poems, and songs; slides, filmstrips, and sound films Recording by students Individual and class laboratory work

7California State Department of Education, *op. cit.*, adapted.

SIX-YEAR FOREIGN LANGUAGE PROGRAM[7]

LEVEL	GRADE	CLASS TIME	LISTENING	SPEAKING	READING	WRITING	SPECIAL MATERIALS, EQUIPMENT, AND CONSIDERATIONS
III	10	5 full periods weekly	Foreign language recordings of cultural materials, utilizing many native voices for sound saturation and for comprehension Songs Listening to class discussions of contemporary topics and on materials read, heard, or viewed	Pattern drills Discussions based on contemporary topics and materials read, heard, or viewed Sentences and brief talks about pictures Controlled discussions of foreign language films and recorded materials Correct pronunciation, intonation, and phrasing from authentic models	Introduction of new words and phrases in context, using dictionaries written in the foreign language Reading of foreign language magazines, newspapers, and literature, with emphasis on the contemporary Home assignments	Exercises to reinforce learning of basic structures and to practice structures that appear only in writing, with occasional use of a reference grammar and dictionary, in the foreign language Short, original skits, paragraphs, and compositions, utilizing known materials Dictated materials—known and simple new ones	Taped pattern drills continued Foreign language recordings of cultural materials, utilizing many native voices Filmstrips and sound films Recording by students Individual and class laboratory work
IV	11	5 full periods weekly	Foreign language recordings of cultural materials, utilizing many native voices for sound saturation and for comprehension Class discussions of contemporary topics and of materials read, heard, or viewed Tapes of radio and television newscasts, plays, and poetry	Discussions based on contemporary topics and on materials read, heard, or viewed Short speeches, prepared and impromptu Discussions of foreign films and recorded materials Correct pronunciation, intonation, and phrasing from authentic models	Plays and short stories, with emphasis on the contemporary, during first half of Level IV Foreign language periodicals Novels, plays, and contemporary materials, including science, history, geography, the arts, and other subjects of interest during second half of Level IV Oral readings of prose and poetry and dramatization of plays Memorization of prose and poetry Home assignments	Exercises to reinforce learning of basic language structures, including those that appear only in writing, with occasional use of a reference grammar and dictionary, in the foreign language Dictated new materials Class notes in the foreign language Compositions and resumes on films, reading, and recorded materials	Tapes and recordings of radio and television programs, newscasts, plays, poetry, and other cultural materials Filmstrips and sound films Recording by students Individual and class laboratory work

SIX-YEAR FOREIGN LANGUAGE PROGRAM[7]

LEVEL	GRADE	CLASS TIME	LISTENING	SPEAKING	READING	WRITING	SPECIAL MATERIALS, EQUIPMENT, AND CONSIDERATIONS
V	12	5 full periods weekly	Foreign language recordings of cultural materials, utilizing many native voices for sound saturation and for comprehension Class discussions of contemporary topics and of materials read, heard, or viewed Tapes of radio and television programs, newscasts, lectures, and oral readings of literary works	Discussions of literary, artistic, political, and economic developments Speeches, panels, and debates Detailed discussions of foreign language films and recorded materials Discussions of all topics of interest Individual and choral reading of prose and poetry that has been memorized Correct pronunciation, intonation, and phrasing from authentic models	Foreign language periodicals Novels, plays, and other contemporary materials, including science, history, geography, the arts, and other subjects of interest Home assignments	Exercises to reinforce learning of language structures with attention to style, using a dictionary and a reference grammar, both in the foreign language Dictated new materials Class notes in the foreign language Summaries, reports, and original compositions Summaries of oral activities	Tapes and recordings of radio and television programs, newscasts, plays, poetry and other advanced cultural materials Filmstrips and sound films Recording by students Individual and class laboratory work

THE LANGUAGE LABORATORY

The language laboratory, properly used, can serve as an invaluable adjunct to foreign language insruction. The skills of understanding and speaking are greatly aided by frequent and regular practice in the language laboratory, orally drilling the integrated materials which have been previously introduced in the classroom. *All practice material presented on tape should first be introduced in the classroom.* The laboratory does not replace the teacher, but, like the science laboratory, it enables him and the students to do things that they cannot do in the classroom. For information concerning the selection of laboratory equipment, see *The Language Laboratory, Suggestions for North Carolina Schools.*[5]

It is assumed that all foreign language classrooms will be provided with at least a tape recorder, with or without some headsets. For suggestions on teaching techniques and examples of various types of pattern drills, see *Using the Language Laboratory.*[6]

The presence of a language laboratory or an electronic classroom will help immeasurably in individualizing instruction and in providing for the superior students.

5Bulletin of the State Department of Public Instruction, Raleigh, 1962. Duplicated.
6Bulletin of the State Department of Public Instruction, Raleigh, 1963.

BIBLIOGRAPHY

The titles listed in this supplement are only a few recent publications. For a more complete bibliography, see pages 71-75 of *Modern Foreign Languages, A Four-Year Program.*

In the same publication are listed some suggested readers suitable for each level. Refer to the section "Reading" in each of the four years of French, German, and Spanish.

The following are some suggested books for Level V:

FRENCH

Bagler, Charles R., and George Diller. *La France d'aujourd'hui.* 2nd ed. Appleton, 1961. $3.75.

Bottke, Karl and Georges Joyaux. *Aspects de la France.* Scribner, 1960. $3.50.

Hall, Marie-Louise Michaud. *Nouvelles françaises (19° - 20° siècles)* Odyssey, 1959. $2.50.

Hills, E. C., and R. T. Holbrook. *French Short Stories. Heath,* 1930. $3.75.

Lapp, John C., ed. *Contes divers de trois siècles.* Houghton, 1950. $3.25.

Ledesert, R. P. L., Margaret Ledesert, and Muriel Holland Smith. *La France.* Heath, 1954. $3.40.

Méras, Edmond A. and Fernand Vial. *A Collection of French Stories.* Harper, 1961. $3.50.

Parker, Richard. *Contes de l'inattendu.* Heath, 1959. $2.95, paper $2.35.

GERMAN

Drath, Viola Herms, and John Winkelman. *Reporter in Deutschland.* Holt, 1959. $4.20. Tapes on loan for duplication or for sale: seven 7 in. 7½ ips. dual-track reels, $52.50.

Reichert, Herbert W. *Deutsche Hörspiele.* Appleton, 1959. $2.95.

Steinhauer, Harry. *Deutsche Kultur: ein Lesebuch.* Rev. Oxford, 1962. $4.50.

Steinhauer, Harry. *Die deutsche Novelle 1880-1950.* Rev. and expanded. Norton, 1958. $4.50.

Zuckmayer, Carl. *Der Hauptmann von Köpenick.* Ed. H. F. Garten. Norton, 1961. $2.25.

SPANISH

Arjona, Doris K., and Edith F. Helman, eds. *Cuentos contemporáneos.* Norton, 1935. $1.80.

Arratia, Alejandro, and Carlos D. Hamilton, eds. *Diez cuentos hispano-americanos.* Oxford, 1958. $2.75.

Crow, John A. *Cuentos hispánicos.* Holt, 1939. $3.40.

Maraval, M., and B. J. Michel. *Español al uso.* Didier, 1955. Distr. Chilton. Paper, $3.00.

Osborne, Robert E. *Cuentos del mundo hispánico.* American, 1957. $2.90.

Turk, Laurel H., and Agnes M. Brady. *Cuentos y comedias de América.* Houghton, 1950. $3.95.

Ugarte, Francisco. *España y su civilización.* Odyssey, 1952. $3.00.

For other titles and for literary recordings see *MLA Selective List of Materials.* Modern Language Association Foreign Language Program Research Center, 4 Washington Place, New York 3, N. Y., 1962. $1.00.

Bulletins for the Teacher

Eaton, Esther M. and others. *Source Materials for Secondary School Teachers of Foreign Languages.* Circular No. 290, OE-27001 B. Office of Education, U. S. Department of Health, Education, and Welfare, 1962. U. S. Government Printing Office, Washington 25, D. C. 25 cents.

Garraty, John A. and Walter Adams. *A Guide to Study Abroad.* Channel Press, Inc., Manhasset, New York. $2.95.

Hayes, Alfred S. *Language Laboratory Facilities: Technical Guide for the Selection, Purchase, Use and Maintenance.* Bulletin 1963, No. 37, OE-21024. U. S. Department of Health, Education and Welfare, Office of Education, U. S. Government Printing Office. Washington 25, D. C. 50 cents.

Johnston, Marjorie C. and others. *Modern Foreign Languages: A Counselor's Guide.* Bulletin 1960, No. 20, OE-27004. Office of Education, U. S. Department of Health, Education and Welfare, 1960. 30 cents.

Starr, Wilmarth H. and others. *Modern Foreign Languages and the Academically Talented Student.* National Education Association, 1960. $1.00.

Walsh, Donald D. *What's What: A List of Useful Terms for the Teacher of Modern Languages.* Modern Language Association Research Center, 4 Washington Place, New York 3, New York. $1.00.

Instructional Materials

Foreign Language Films:

Accent Aigu Films (with paper-bound text). Focus Films Co., 1385 Westwood Blvd., Los Angeles 24, California.

Coronet Films. Coronet Building, Chicago 1, Illinois.

Encyclopaedia Britannica Films, Inc. 1150 Wilmette Ave., Wilmette, Illinois,

International Film Bureau, Inc. 332 So. Michigan Ave., Chicago 4, Illinois.

Correlated Language Tapes. Electronic Teaching Laboratories, 5034 Wisconsin Ave., NW, Washington 16, D. C. Pattern drills which the company will correlate to any text. French Series 1, $81.70. Spanish Series 1, $91.70. Scripts for set of drills, $1.25.

EMC Recording Company. Recorded tapes in several languages. 806 East 7th Street, St. Paul 6, Minnesota. Single tapes $4.95 for 3¾ ips; $6.95 for 7½ ips. Special price for any 3 or 6 tapes.

Linguatapes (pattern drills). Edu-Tek, Box 9417, Cabanne Station, St. Louis 12, Missouri. Series A (20 tapes)—first year high school pattern drills, French and Spanish. Series B (20 tapes)—second year high school pattern drills, French and Spanish. Individual tape, $5.75. Five lessons, $27.50. Set of 20, $102.00. (Teacher's manual included.)

Periodicals for Students

Bonjour. Mary Glasgow and Baker Ltd., 128 Industrial Road, Richmond Hill, Ontario, Canada. (For beginners; nine issues a year, October-June, $1.00.) The material in *Bonjour* is also available on 7 inch plastic LP records with music and sound effects, recorded by French actors and actresses. Records are $1.00 each. There is a separate record for each issue of the magazine.

Ça Va. The House of Grant, Ltd., 29 Mobile Drive, Toronto 16, Canada. (For beginners: nine issues a year, September-June, $1.25; seven issues, 90 cents.)

Das Rad. Mary Glasgow and Baker Ltd., 128 Industrial Road, Richmond Hill, Ontario, Canada. (For beginners: nine issues a year, October June, $1.00.)

El Sol. Mary Glasgow and Baker Ltd., 128 Industrial Road, Richmond Hill, Ontario Canada. (For beginners: nine issues a year, October-June, $1.00.)

Hoy Día. Mary Glasgow and Baker Ltd., 128 Industrial Road, Richmond Hill, Ontario, Canada. (For second year and on: nine issues a year, October-June, $1.00.)

Paris. Import-Export, Inc., 910 Seventeenth St., NW, Washington 6, D. C. (For 2nd and 3rd year French students: Fall term (6 issues), 60 cents. Spring term (6 issues), 60 cents.

Audio Lingual Digest. Educational Audio Visual, Inc., Pleasantville, New York. Monthly programs on records, of news and other material. Write for brochure.

The French-Spanish Review. 280 Madison Ave., New York 16, New York. Newspaper, plus record which can be played slowly at 33 1/3 RPM, then at a faster 45 RPM. Record includes all news items from paper, and questions and answers based on the news stories. Subscription to newspaper only: one year, $2.50. Subscription to newsrecord and newspaper: 3 months, $6.00, 6 months, $10.00.

Clubs

Gessler Publishing Company, 110 East 23rd Street, New York 10, New York. Filmstrips, plays, records, songs, and games for French and Spanish clubs.

Giduz, Hugo and René Hardré. *French Club Programs.* Order from Jacques Hardré, P. O. Box 771, Chapel Hill, N. C. $1.75.

Wood, Roberta Quick. *The French Club in High School.* Banks Upshaw and Co. National Textbook Corporation, 4761 West Touhy Ave., Lincolnwood 46, Illinois. $2.00.